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ABSTRACT

Descriptions are provided of the eight programs selected as award-winning innovations on the basis of universal application and potential for greatest impact for the improvement of continuing education. Each description contains this information: program name, name of principal person, name and institution to whom award would be made, source of funding, cost of program, number of participants in program, program objectives, and a narrative description/outline of the project. Winners in the category, Instructional Programs, are the Lancaster Learn-Over-Lunch Program, Franklin and Marshall College; Wellness at the Workplace Project, National University; The Professional Designation in Personal Financial Planning (honorable mention), University of California-Los Angeles Extension; and Humanities Hostel (honorable mention), Western Illinois University. In the category, Administration/Organization, the winners are "The Colleague"--An Outreach Approach to Faculty in Continuing Education, University of Utah, and The Birdwood Pavilion: An Environment Designed for Adult Learners (honorable mention), University of Virginia. The winners of the final category, which may include combinations of the above categories, are The Academy of Lifelong Learning, University of Deleware; and Radio Comes to Pocahontas County (honorable mention), West Virginia University. (YLB)

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INNOVATIONS IN CONTINUING EDUCATION

ED257935

1982 AWARD-WINNING NEW PROGRAMS

The Lancaster Learn-Over-Lunch Program
Wellness at the Workplace Project
The Professional Designation in Personal Financial Planning
Humanities Hostel
"The Colleague"—An Outreach Approach to Faculty in Continuing Education
The Birdwood Pavilion: An Environment Designed for Adult Learners
The Academy of Lifelong Learning
Radio Comes to Pocahontas County

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Other publications in the NUCEA-ACT Series on Continuing Education

Approaches to Community Development. Huey B. Long, Robert C. Anderson, and Jon A. Blubaugh (Eds.), 1973. (Out of print.)

University Extension: The Early Years in the United States, 1885-1915. George M. Woytanowitz, 1974. $3.00

Innovations in Continuing Education: Award-Winning New Programs. National University Extension Association and The American College Testing Program, 1977. $3.00

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FOREWORD

The ACT-NUCEA Innovative Awards in Continuing Education program, a collaborative effort of The American College Testing Program (ACT) and the National University Continuing Education Association (NUCEA), was established in 1971. This publication is a compilation of the award-winning entries honored in April, 1982 at the NUCEA annual meeting.

The ACT-NUCEA awards are intended to honor the faculty and staff of NUCEA member institutions who have made innovative contributions that have nationwide, regional, statewide, or institutional application for the improvement of continuing education, and to disseminate information about these activities to other professionals.

Winners for 1981-82 were selected from the following four categories:

1. Instructional Programs
2. Student Services and Counseling
3. Administration/Organization
4. Open (may include combinations of above categories)

The awards committee used the evaluation procedure developed by prior committees, which had proven to be very efficient and workable. The evaluations and selections were based on four characteristics:

1. Transferability
2. Innovative quality
3. Workability
4. Impact

The committee was impressed with the diversity, quality and creativity of the programs that were submitted. The decisions were difficult and made with great care. Honorable mentions were awarded to highly competitive runners-up as recognition of their excellence.

The winning entries were selected on the basis of their universal replicability and their potential for greatest impact; consideration was given to programs that represented collaborative efforts with diversified funding sources. And, of course, adherance to the proposal guidelines was a key factor in the decision making.

The committee expresses its appreciation to ACT and NUCEA for the opportunity to participate in this challenging and educating selection process.

Julie Lester
Guest Scholar, Economic Studies
The Brookings Institution

Diane U. Eisenberg
Interim Executive Director
Council for the Advancement of Citizenship

Frank Fabris
Assistant Director
Center for Continuing Education
The University of Georgia

Note: Some of the exhibits and appendices have been omitted. They may be obtained along with additional information by contacting the principal continuing educator at the sponsoring institution.

Program Name: The Lancaster Learn-Over-Lunch Program

Name of Principal Person(s) Responsible for Entry:
Joel L. Ervin, Coordinator of Non-Credit Continuing Education Programs
Russ J. Burke, Assistant Director of Continuing Education
Person(s) or Institution to Whom Award Would be Made:
AS ABOVE

Source(s) of Funding: Self-supporting

Cost of Program: $750

Number of Participants in Program: 151 registrants, plus six instructors and administrative and office support staff.

Objectives of Program: To enlarge the range of non-credit continuing education opportunities for adults who live, shop, and work in downtown Lancaster and by providing educational opportunities where none had heretofore existed, enhance town-gown relations.

THE LANCASTER LEARN-OVER-LUNCH PROGRAM

May - June, 1981

The Office of Continuing Education, Franklin and Marshall College, submits the Lancaster Learn-Over-Lunch Program for consideration for an award by American College Testing Program and the National University Continuing Education Association in the category, "Instructional programs, credit or non-credit, in adult and continuing education that meet the learning needs of various clientele groups and which have demonstrated their workability and a timely, relevant and different approach to problems or issues." The College believes the Lancaster Learn-Over-Lunch Program meets the criteria for the award and wishes to earn recognition for this non-credit continuing education pilot program which was highly visible and well received in the Lancaster community and which can be easily duplicated by other institutions desiring to supplement their adult education programs at off-campus locations.

Lancaster City, the seat of Lancaster County, represents a rich mixture of history, tradition, cultures, agriculture and industry. The City is vital and involved in continual and aggressive urban development, preservation, and restoration. Franklin and Marshall College is a fine traditional liberal arts institution in this small city of 60,000 residents. The College primarily serves an 18 to 22 year-old residential student population which is more regional than local. An Evening Division credit program for local adults has existed since 1942 and non-credit programs were added in 1973. Enrollment in both credit and non-credit

evening and weekend classes continues to grow as adults look for ways to attain educational objectives and enrich their lives.

The objective of the Lancaster Learn-Over-Lunch Program was to enlarge the range of services and thereby enhance town-gown relations by providing outreach service in the form of informal enrichment and educational opportunities, at a time and place convenient to a clientele consisting of Lancastrians who live, shop, and work downtown and for whom no daytime educational opportunities were readily available. By instituting the downtown program the Office believed it would be reaching a largely un-tapped audience who, having become accustomed to these informal, though structured, courses in a familiar, non-threatening environment, would be inclined to attend the more formal, and somewhat more intimidating, credit classes in the on-campus evening school. Several area colleges in addition to Franklin and Marshall offer weekend and evening classes in the County, but the introduction of noonday classes for adults living, shopping, and working in the center city area is a concept new to Lancaster County.

In planning the program, assessing the likelihood for its success, and soliciting support, representatives of the College's Continuing Education Office approached the Office of the Mayor and The Lancaster Chamber of Commerce and Industry. Their encouraging response was far beyond anything that had been anticipated. The Mayor provided enthusiastic moral support, written testimony, and offered classroom space. The Chamber was so favorably impressed with the program that they seized the opportunity to

promote their community involvement by suggesting themselves as co-sponsors of the program. In addition to providing vitality and informality to what might otherwise have been perceived as a stodgy academic program, the Chamber provided classrooms, mailing lists, newsletter promotion, and accepted walk-in registrations. No direct financial support was solicited from the City, Chamber, or downtown businesses; participants were charged a minimal registration fee designed to cover little more than direct expenses. The Office of Continuing Education agreed to provide courses and instructors, oversee registration-by-mail, coordinate physical arrangements and publicity, and monitor program quality and effectiveness.

Once initiated, the Lancaster Learn-Over-Lunch Program received an unexpected and unsolicited boost in the form of support from the local media. A College generated press-release announcing the program was featured in a front page banner headline article with eight photographs in the evening newspaper. It was also featured prominently in the morning paper. The program was the subject of glowing editorials in both the evening and morning papers. Three radio stations boosted the program by airing public service announcements and interviews with program personnel. The regional television station sent a camera crew to cover the first course in the series and featured the segment on its nightly news cast.

The pilot program was launched in May and June of 1981 with nine classes meeting from 12:05 to 12:55 p.m. for periods from one to five weeks. The courses were designed to meet the needs and interests of both the professional community and the general public. The offerings included

Better Business Letters; Effective Memo Writing; Professional Communications for Managers; The Current Economic Climate; The Federal Reserve System; Pennsylvania German "Dutch" Dialect; Pennsylvania German "Dutch" Folklore and History; Landscaping for the Home; and Paperbacks, Poets and Coffee. Faculty from the College or local professionals who have taught in the continuing education division and who have had considerable experience in teaching adults provided the instruction.

The final results were gratifying and indicated that the program had a positive impact on the College, the community, and the clientele. The Lancaster Learn-Over-Lunch Program represented the first structured educational program offered over the lunch hour for the convenience and enjoyment of central city residents and workers. 151 people enrolled in eight of the nine courses offered. The enthusiasm and enjoyment of both students and instructors were well documented in both formal and informal evaluations. Participants were extremely pleased with the concept of the program, the downtown locations, the variety of offerings, and the quality of instruction. Registrants wrote comments such as: "The idea of classes over lunch is great. Please continue offering them," "I think the concept of learning over lunch is a good one and should be continued," "Offer (Paperbacks and Poets) again - better still - have it as a continuous course - every week - never ending!," "Definitely continue the lunch time program - it's something worthwhile to do in what is otherwise wasted time for me." Unsolicited comment, even from those unable to attend the summer program, was unprecedented and very positive. The office staff took great delight in answering phone calls that consisted of comments such as "You've got a

great thing going . . . do it again;" and "Thank you F&M for making this possible." The reaction of our instructors to the experience was one of pleasure and satisfaction at being able to share something that seemed to be wanted so much. One experienced instructor cites the Lancaster Learn-Over-Lunch Program as his most enjoyable teaching experience. He says, "The program represents everything that education is about. It suddenly made the whole town into a campus." The Mayor considers the program "a welcome addition to downtown activities," and along with representatives of the Chamber at a post-program evaluation meeting, expressed a desire that the College continue the program.

It is worth noting that the program, intended primarily for a downtown clientele, drew many participants from outside the city who drove a considerable distance just to take advantage of this new and quite welcome educational opportunity.

An immense amount of time, energy, and effort was expended in planning, coordinating, and implementing this project. Conceived as a break-even project, it generated a small financial return coupled with a large intangible return in the form of acceptance and enthusiasm. The program was self-supporting - direct costs such as salaries of instructors, brochure and advertising were covered by tuition fees. No significant problems were encountered.

The summer experience was a happy one; rewarding and beneficial. The College, Mayor's Office, and The Lancaster Chamber of Commerce and Industry came out of the experience with a commitment to continue the program. Thus,

the people who live and work downtown will continue to benefit from substantive learning opportunities at times and places of ready convenience. The downtown area will benefit by the further nurturing and creative use of existing resources that serve to improve the general quality of life in a vital city. Contributing organizations benefit by the highly visible public gesture that indicates their own active concern for the downtown area and its people. The College benefits by the strengthening of its relationship to the town and by introducing more people to the value of continuing education. Public response will ultimately determine the success or failure of future programs, but the College anticipates a ready audience and looks forward to continuing this community service function by providing an attractive program with courses of high quality and integrity.

Program Name:

Wellness At The Workplace Project

Name of Principal Person(s) Responsible for Entry:

Ms. Ellen Kaye, Dean of Continuing Education
Ms. Sherryl Marks, Co-Director General Dynamics Health Fitness Center

Person(s) or Institution to Whom Award Would be Made:

National University

Source(s) of Funding:

Class Fees

Cost of Program:

$4500

Number of Participants in Program:

over 1000 thus far involved in the Project

Objectives of Program:

- Assist business, industry and labor organizations in providing classes on wellness to improve employee health and to reduce the costs resulting from physical inactivity, poor nutrition and job related stress.

- Encourage local businesses, government and communities to develop health fitness programs.

- Become an information clearinghouse on Wellness

Rationale for Award Category:

The Wellness At The Workplace Project was entered into category (1) since the nature and impact of the program is unique in relation to traditional instructional programs. The project has infiltrated into business, government, academia, health institutions, and has proved to be a significant factor in addressing the nation's focus on improving worker productivity.

Bac ground:

Nearly everyone [illegible]h professionals, business executives, blue collar workers and commu[illegible]eaders instinctively understand and value employee health and "Wellness" efforts. The cost of "unfitness" is no secret.

- Every year premature deaths cost American industry more than $25 billion and 132 million workdays of lost production.
- The cost of recruiting the replacements for the half million Americans that die of heart attacks each year is over $700 million.
- Just one element of the physical fitness problem, the common backache, accounts for $1 billion a year in lost output.

In 1971, the Department of Health, Education and Welfare indicated that, "The greatest benefits are likely to accrue from efforts to improve the health habits of all Americans and the environment in which they work and live."

The Wellness At The Workplace Project was established in order to help educate and prepare employers, health professionals and students to meet both future and immediate health care needs. The project joined forces with the American Association of Fitness Directors in Business and Industry (AAFDBI) which was established in 1974 and now boasts a membership of well over 2000 nationwide.

In the San Diego community, in 1980, General Dynamics Corporation had the only comprehensive and successful Employee Health Fitness program. It was receiving recognition locally, nationally and internationally. Due to the overwhelming interest and enthusiasm for the field, it was decided by the Continuing Education Department at National University and the Directors of the Health Program at General Dynamics, that there was an apparent and immediate need for an organized educational program to be developed.

The Project began in a two-phased sequence. The first part was presented in a series of two three-hour workshops. It addressed the design and implementation of an employee health fitness program. It provided an over-

view for the participants for information relating to:

- Programming and financial considerations
- Program Promotion Within the Organizational Structure
- Facility Considerations
- Program Needs and Staffing
- Resources, Professional Prerequisites

The program was instructed by Ms. Sheryl Marks and Mr. Marc Michaelson, Directors of the General Dynamics Health Fitness Center.

The second phase began several months later and was intended to provide greater in-depth education and specific practical skills for program implementation. It was a two-day conference, instructed by over 20 professionals brought in from around the country to address health, nutrition, exercise, stress, health costs, implementation, administration and fitness evaluation.

Plans are currently ongoing for an academic degree program as well as a professional certificate at National University.

Program Objectives:

In response to the recognized need for trained personnel to deal with the new issues of health management at the workplace and in observance of the growing interest in this field by professional organizations such as AAFDBI and the American Association of Sports Medicine, the National University Continuing Education Department initiated and became the first university in the country to provide,within an educational environment,a program for and available to local and national employers, health professionals and students on health fitness management.

Specific goals and objectives of the Project include:

- Assist business, industry and labor organizations in providing classes on wellness to improve employee health and to reduce the costs resulting from physical inactivity, poor nutrition and job related stress.
- Encourage local businesses, government and communities to develop health fitness programs.
- Become a clearinghouse for information on Wellness.

To help unify the efforts of National Unversity, General Dynamics, and AAFDBI, additional alliances were made to strengthen the program to avoid any possible duplications with public and private industry. The first includes the California Governor's Council on Wellness and Physical Fitness, which was established in May 1981, in accordance with a need with-

in the government to provide a focal point for programs promoting wellness and physical fitness. The second affiliation was with the San Diego Chapter of the American Heart Association which was working to deliver education assistance to business and industry through the efforts of a public education committee knownas Heart in Industry. This total local, state, and national affiliation of these organizations became the first of its kind in the country.

Clientele:

The target audience represented a wide variety of health professionals, including exercise specialists, medical professionals, nutritionists, psychologists, recreational specialists, business executive, personnel managers and students. The Project initially was designed to impact the greater San Diego community but has received nationwide recognition as well as attracting participants to the workshops from the Los Angeles. San Francisco and the Arizona areas.

Impact on individuals, institutions and the community

Due to the diverse backgrounds of participants, the program had several levels of impact. For those individuals seeking to enter the field, value, as identified by program evaluations, primarily was found in:

-becoming acquainted with the subject
-broadening their contacts in the field
-learning new ideas
-preparing for a new career

Those individuals already in a position to implement or refine programs found value in:

-exchanging information and ideas
-broadening their contacts in the field
-updating knowledge and skills in the area
-solving job-related problems

Specific examples of impact included:

1) One month following the first program on "Wellness At The Workplace", the San Diego Zoo began a Health Education Series for Zoo employees and their families. The program was initiated by a participant from the summer class.

2) The San Diego County Health and Fitness Coordinator stated that the assistance and useful tools for application were valuable in aiding her in developing and expanding the relatively new County program.

3) A representative nurse from Grossmont Hospital gathered enough information and resources from the program to successfully lobby and begin a program for

hospital employees.

4) A sub-council formed in the San Diego area to serve in an advisory capacity to the Governor's Council.

5) The academic department at National University is currently in the process of developing an academic degree to prepare students for future employment in the field. There are no credentialed programs of this nature in the State of California.

6) The National University Continuing Education Department has designed a mini-certificate program to meet specific training and educational needs of professionals in the field.

7) Due to the response of the Wellness at the Workplace Project, it has been identified as a model project nationally by the AAFDSI and will receive international recognition at the 1982 Professional Conference.

Problems encountered and solutions attempted:

The major problem in teaching and training any new subject is in finding qualified and experienced professionals to instruct the classes. The "Wellness Project", designed in cooperation with General Dynamics Health Fitness Directors, Marc Michaelson, and Sheryl Marks, relied heavily upon their expertise in subsequent presentations. It was also necessary to bring in nationally recognized professionals from Los Angeles, New York and Wisconsin. It added more variety, state-of-the-art training and helped round out the two day conference. Local professionals with specialized skills were integrated successfully into the format.

Another welcomed problem concerns the excessive demand for more health fitness training programs. Currently the demand exceeds the Continuing Education Department's capacity to meet the many requests and needs for additional information and educational opportunities. The Department is working as rapidly as possible to provide more classes for this purpose.

Program Name: PROFESSIONAL DESIGNATION IN PERSONAL FINANCIAL PLANNING

Name of Principal Person(s) Responsible for Entry:

Dr. Warren J. Pelton, Director
Continuing Education in Business and Management
University of California, Los Angeles Extension

Person(s) or Institution to Whom Award Would be Made:

Marion E. Sapiro, Continuing Education Specialist, Curriculum Coordinator, Continuing Education in Business and Management, UCLA Extension

Thomas C. Badger, Associate Director, Continuing Education in Business and Management, UCLA Extension

Number of Participants in the Program:

Survey of Financial Planning, the introductory course for this eight course program, offered for the first time during the Fall Quarter, 1981, had an enrollment of 127 persons.

Investments in Personal Financial Planning, General Principles and Methods, the second course in the series, also offered for the first time in the Fall Quarter, 1981, had an enrollment of 126 persons.

Since this report is being submitted during the opening week of the Winter Quarter, 1982, enrollment figures are not yet available, but early enrollment figures suggest that more than 400 people will be attending the four courses offered in the Winter, 1982 Quarter.

Objectives of the Program:

This program is designed to prepare individuals for professional practice as Personal Financial Planning Counselors.

It develops the conceptual framework, the body of knowledge, and the technical skill, and provides the experience required of persons who advise clients on the management of their personal financial affairs and who design investment programs keyed to the unique needs of their clients.

Although the program is designed to meet the educational needs of students who do not have prior experience in financial counseling, it is directed primarily toward individuals who have worked in the fields of banking, insurance, real estate, securities, law, accounting, taxation, and estate or pension planning, who wish to broaden their perspective and acquire an understanding of each of the fields which must be considered in creating a personal financial management plan.

The UCLA Extension

PROFESSIONAL DESIGNATION IN PERSONAL FINANCIAL PLANNING

This eight course certificated program is the first of its type offered by the continuing education division of a major university. It is geared to the needs of working adults who cannot commit themselves to full time degree programs, who recognize the inadequacy of a correspondence program presently offered in this field, and who wish university level instruction to prepare for a professional career. It is one of the few programs in the country encompassing the entire spectrum of investment vehicles and all aspects of personal financial planning and counseling.

CLIENTELE SERVED

Students in this program are drawn from the fields of insurance, real estate, securities marketing, law, accounting, pension planning, estate planning, trust administration, and banking. This comprehensive and integrated curriculum will help these people provide a more effective counseling service within their present fields of specialization as well as prepare them to function as generalists who can design balanced financial plans.

A significant number of students have not had any experience in investment marketing, insurance or related fields. They are teachers, social workers, sports professionals and others seeking a career change. They perceive Personal Financial Counseling to be a promising occupation and they perceive this program as a viable method of obtaining the education and training they need to enter this field.

Most of the major banks and investment brokerage firms in Los Angeles have enrolled numbers of their employees for courses in this program. These organizations are concerned about expanding their staffs of financial advisors and upgrading the skills of persons presently providing this service. They also have a need to employ persons adequately trained to provide this service since this is an expanding field of service for many banks, savings and loan associations and insurance companies

COOPERATING ORGANIZATIONS

This program was developed in cooperation with the Executive Financial Counseling Division of the Bank of America. V. Shannon Clyne, the Vice President for Executive Financial Planning of the Bank of America and Chairman of the Advisory Council for this program, provided major guidance in the design of the program and development of content specifications for each of the courses in the program. He and Lynn Rosenfeld, the Assistant Vice President for Executive Financial Counseling, Bank of America, worked closely with Marion Sapiro and Tom Badger in structuring the program of courses, developing a marketing plan and administrative procedures for the certificated program, and implementing the plans.

Members of the Los Angeles Association of Financial Planners and the Los Angeles Society of Financial Analysts also provided major assistance in the development and implementation of this program.

ADVISORY COUNCIL

To assure the development of a balanced program representing all parts of the field and one which might serve as an educational standard for this profession, an advisory board consisting of the following members was assembled.

V. Shannon Clyne, Vice-President, Executive Financial Planning, Bank of America; Chairman of the UCLA Extension Advisory Council for this program

Doyle Boring, Vice President, William Mercer Division, Marsh McClennon Companies (Insurance and Pension Plans)

Stanley Breitbard, Partner, Price Waterhouse and Co. (Accountants and Tax Specialists)

Lawrence Klein, Assistant Vice-President, Drexel, Burnham, Lambert (Investment Brokers)

Dominic Ornato, Vice-President, Levitt, Kristan and Company (Insurance Brokers)

Lynn Rosenfeld, Assistant Vice-President, Executive Financial Counseling, Bank of America

Harold Weinstock, Attorney; Partner, Weinstock, Manion, King, Hardie and Reisman (Estate and Pension Planning Attorneys)

Philip Gainsborough, President, Gainsborough Financial Consultants, Inc. (Personal Financial Planning Consultant)

Council members were chosen from each of the fields of specialization encompassed by this program. Each is an authority on the subject matter of his or her professional field and each is highly regarded and influential in that field.

PROGRAM STRUCTURE

The eight courses in this program are:

Survey of Personal Financial Planning X 430.31

Investments in Personal Financial Planning: General Principles and Methods X 430.32

Income Taxes and Personal Financial Planning X 430.33

Nonsecurities Investments in Personal Financial Planning X 430.34

Insurance in Personal Financial Planning X 430.35

Employment Benefits, Capital Accumulation, and Retirement Planning X 430.36

Estate Planning X 430.39

Practicum in Personal Financial Planning X 430.4

Since the program is designed so that courses interlock, supplement each other, and build progressively toward a specific competence level, students are advised to take every course in the program. However, if a student can establish, through interview with the instructor of the course s/he wishes to waive, that equivalent knowledge has been acquired by taking comparable courses at other colleges or by experience, then another course can be substituted which will contribute to the student's depth of knowledge in one of the areas covered by this program. No more than three substitutions will be allowed. In this way, the program is flexible enough to build on the prior experience of bankers, insurance brokers, attorneys, and other specialists without requiring them to relearn their own disciplines.

Catalog descriptions of each of the courses in this program appear as an appendix to this paper.

STUDENT ELIGIBILITY FOR THE PROFESSIONAL DESIGNATION

Entry to the program is on a self-selection basis. There are no course prerequisites or experience requirements other than two years of college level education or equivalent experience. Course descriptions and statements of program objectives are such that adult students are expected to make intelligent choices and decisions. However, each instructor advises and counsels students as they enter their courses, as well as during their progression through the program.

Knowledge and skill levels are thoroughly tested in each course as the student moves through the program. Additionally, the Practicum tests the student's overall attainment of the program's objectives, shown below:

On completion of the program, the student will be able to:

1. Describe and explain the characteristics and attributes of each of the major investment vehicles and conservation methods available to the investor,

2. Gather information and data relevant to the construction of a sound financial plan for individual clients,

3. Assemble this data, interpret it, and present it to the client in a manner that will allow the client to understand it, relate it to his/her particular situation, and act upon the information and recommendations presented.

PLANNING AND PROGRAM DEVELOPMENT PROCEDURES

An initial list of proposed courses and content specifications was developed by Dr. John Shelton, Professor of Finance and Investment, at the UCLA Graduate School of Management, after meeting with Tom Badger and Marion Sapiro. They presented the objectives and intent of the proposed program to Dr. Shelton. This initial design was reworked and adapted by V. Shannon Clyne, based on his practical knowledge of the training needs of people engaged in this profession.

The modified design was presented to members of the Advisory Council. Each member studied the proposal for content of the course in his or her field of specialization. Collectively, they considered the assembly of courses proposed for the certificated program and the content specifications proposed for each of the courses in the program. Their suggestions and critique were considered and, based on their recommendations, program structure and course content were modified further. The program described herein was approved by each member of the Council.

Working from the content specification lists approved by the Council, the instructor selected for each course developed a detailed outline of course content, assembled or produced cases and study materials, selected teaching methods, and drafted a complete set of lesson plans. The completed course plans were then distributed to each member of the Advisory Council for their evaluation.

Course plans are, also, circulated to every instructor in the program. Semi-annual meetings of instructors are scheduled so that they can coordinate their plans and activities.

STAFFING

Members of the Advisory Council recommended a number of specialists and practicing financial counselors whom they felt would be qualified instructors. The criteria included: five or more years of working experience in their fields of specialization, at least a Bachelors Degree and preferably a Masters Degree, active participation in the professional associations of their fields of specialization, visibility as authorities in their fields of specialization, public speaking and presentation experience and demonstrated skill.

Working with these recommendations and other resources, Marion Sapiro assembled the cadre of instructors for the courses in this program. Several members of the Advisory Council were recruited as instructors.

SCHEDULING

The first two courses in this progam were offered in the Fall Quarter, 1981, now completed. The next two courses are presently being offered in the Winter Quarter, 1982 at the UCLA campus, along with the first two courses which are being repeated. Courses five, six, and seven will be offered in the Spring, along with a repetion of the first four courses. The Practicum will be offered for the first time in the Summer Quarter, 1982.

In future Quarters, each course will be offered at least twice a year so that students can complete the entire program within a year, taking two courses each Quarter.

Classes will be scheduled at both the UCLA Campus and Downtown Center.

If the current level of interest continues (and all indications are that it will not only continue, but grow), our plan is to present these courses in the San Fernando Valley and South Bay areas of the City, as well.

INSTRUCTIONAL PROCEDURES

Instruction is offered through lectures, reading, discussion, and case study. Design projects enable students to learn by doing with assistance and critique from other members of the class as well as the instructors. Since instructors are professionals in their respective fields, they are able to convey an appreciation of the values and practices of their professions, as well as knowledge of the subject matter.

In the Practicum, each student will design several complete personal financial plans for hypothetical clients, demonstrating competence in each of the steps required in the production of such plans.

EVALUATION OF THE PROGRAM

At the completion of each Quarter, students evaluate each of the courses. Information gathered in this way for the Fall Quarter, 1981, courses is now being used to further modify the program relative to textbooks used, sequencing of topics, student work projects, etc.

Instructors also submit a critique of the courses they taught and their proposals for modification.

It would be productive to conduct an impact evaluation with the first group of students to complete the entire program, a year after their graduation.

MARKETING OF THE PROGRAM

A full page ad was placed in our own Fall Quarter, 1981, Extension catalog, distributed to more than 200,000 persons. A copy of that ad appears in the Appendix. Another ad was placed in the Winter, 1982, catalog.

Brochures were distributed to every investment brokerage firm in the City, to major realty firms, to the financial counseling and trust departments of every bank and savings and loan association in the City, to accounting firms, and law and insurance firms.

Brochures were also sent to local chapters of the Association of Financial Planners and the Society of Financial Analysts.

The most effective mailing lists were those assembled by members of the Advisory Council and by instructors.

Finally, a presentation on the program was made at the annual convention of the International Association of Financial Planners, Inc, by Marion Sapiro and Lynn Rosenfeld.

News releases were sent to and published by each of the major daily newspapers in the City and many of the community newspapers.

COURSE FEES AND PROGRAM DEVELOPMENT COSTS

Tuition for each course is $105 presently. The fee to apply for Candidacy for the Professional Designation is $25.00.

Course development stipends, paid only to the two people who developed content specification proposals, were less than $2,000.

IMPACT OF THE PROGRAM

The response to this program is such that now Directors of Continuing Education at every other University of California campus are considering the introduction of this program to their regions. UC, Berkeley will be introducing this program to San Francisco by Fall of 1982.

We anticipate a continued demand for education in this field as more people in moderate income brackets, as well as wealthy people, become sensitized to the need to adapt to today's economic climate, shepherd their financial resources and manage their personal financial affairs in a manner that will ensure financial security and foster prosperity for themselves and their families.

The intent of this program is to produce personal financial counselors who can help them attain their goals.

Program Name: Humanities Hostel

Name of Principal Person(s) Responsible for Entry:

Dr. Frank A Downes, Dean, Continuing Education

Person(s) or Institution to Whom Award Would be Made:
Institution: Western Illinois University
Cash Stipend: Dr. Judy Hample and Dr. Larry Balsamo

Source(s) of Funding: Partial grant from Illinois Humanities Council ($9777). Remainder funded by Western Illinois University

Cost of Program:

$26,139

Number of Participants in Program:

139 participants

Objectives of Program:

The Humanities Hostel was a unique non-credit interdisciplinary educational program for adult learners. It consisted of a week-long series of lectures, workshops, discussions and historical site visitations in West Central Illinois. The disciplines included history, political science, literature, philosophy, religious studies, music, theatre, sociology, anthropology, chemistry, biology, and cultural geography.

The program had multiple objectives. First, in an age of declining financial support for the arts and humanities, it stimulated public concern for the vital role played by the humanities in important social decisions. Second, it provided an opportunity for adults to continue their education for personal enrichment in a non-credit and "non-demanding" atmosphere. Third, it offered the public at large and other institutions of higher education an example of the viability of summer programming in "traditional" humanities disciplines. Finally, the program encouraged young people, through their parents, to consider seriously the intrinsic importance of the humanities and their potential value as major programs in colleges or universities.

HUMANITIES HOSTEL

The theme of the 1980 Humanities Hostel at Western Illinois University was "Decisions for the 80's." This was a unique educational opportunity for adult learners to learn and discuss current and significant topics in an informed setting. The idea of the summer program was based on the belief that an informal public armed with information and insight gained from basic knowledge about humanistic values will be the best prepared to deal with present and future issues.

The hostel concept was derived from the European tradition of providing an intellectual environment on the university campus at a minimal cost. The term has grown in national recognition with the widely promoted Elderhostel programs for senior citizens at over 500 colleges and universities. The term "hostel" appeared to be an excellent word that blended well with the program objectives.

Expanding the popular Elderhostel concept, the Humanities Hostel was planned to stimulate belief in the vital importance that humanities play in social decisions and to provide opportunities for personal enrichment for adult learners. Additionally, the intrinsic-importance of the humanities and the potential value of traditional humanities disciplines was conveyed to the adult learners in the hope that they would encourage their children to consider the humanities as an academic program.

Purpose and Rationale

The Humanities Hostel was a unique and enriching interdisciplinary educational experience that provided opportunities for adult learners to learn and discuss current and significant cultural topics in an intellectual but informal college environment. Information and insights were gained through a week-long series of non-credit lectures, workshops, discussions and historical site visitations with scholars from the humanities, social, and natural sciences. Participants learned the importance of humanistic values and their roles in important social decisions. The innovative program provided intellectual stimulation in morning sessions followed by instructive visits to related cultural or historical sites in the afternoon. Small group discussions, contemporary films, theatre productions and musical concepts in the evenings added another dimension to the comprehensive program. Responses by the 139 participants were very favorable.

Western Illinois University has worked hard over the past decade to maintain and strengthen the liberal arts component of a university education. The faculty has become acutely aware that the attitudes of the public beyond the walls of the University affect the attitudes of the students. The program reasserted the importance of study in humanities for adults and helps not only those persons who actually participate but also provides an example to others. The Humanities Hostel provided an opportunity for the public to learn about crucial areas of concern within several disciplines which comprise the humanities and to demonstrate the viability of programming in the "Traditional" disciplines."

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Additionally, the young participants and their parents saw the benefits of the humanities as possible academic majors when the students attend a university.

The College of Arts and Sciences of Western Illinois University and the Illinois Humanities Council, in cooperation with the School of Continuing Education, co-sponsored the series of lectures, workshops, discussions, and historical site vistiations for the adult population of Illinois. In the mornings, humanities scholars directed seventy-five (75) mini workshops on topics of current significant concern in the disciplines of history, political science, literature, philosophy, religious studies, music, theatre, sociology, anthropology, chemistry, biology, and cultural geography. In the afternoons, Hostel participants either viewed an American short story film and then discussed it with a literary critic, or visited a place of cultural or historical interest under the guidance of a specialist. For instance, a cultural geographer guided the tour through the Mormon restorations at Nauvoo, an archaeologist let the discussion at the Indian digs at Dickson Mounds, and a Sandburg scholar conducted the visit to Sandburg's birthplace. In the evenings, Hostel participants were offered small group discussions, contemporary films, theatre productions both on campus and in Argyle State Park, and two concerts in the park.

By providing the relaxed, congenial, and intellectual environment of the University campus, the program sought to accomplish several goals. First, in an age of declining financial support for the arts and humanities, one of the goals was to stimulate the public to believe that the humanities play a vital role in important social decisions. Second, it was intended to provide an opportunity for adults to continue their education for personal enrichment in a

non-credit and "non-demanding" atmosphere. Third, the public at large and other institutions of higher education was offered an example of the viability of summer programming in "traditional" humanities disciplines. Finally, young people were encouraged through their parents, to consider seriously the intrinsic importance of the humanities and their potential value as major programs in colleges or universities.

Innovativeness and Creativeness

This program evidenced several innovative and creative aspects. The concept of a "Humanities Hostel" is itself unique. While Elderhostels have become quite vogue, the combination of educational and recreational activities focused on humanistic values is, to our knowledge, unprecedented in the Midwest. The Elderhostel concept embodies a variety of academic subject areas for a particular age group. The Humanities Hostel took a particular group of disciplines and developed a program for all age groups.

The variety of programming--films, lectures, tours, discussions, concerts, theatre performances--was creative. The entire program focused on the central theme, "Decisions for the 80's: Values in Transition." This broad theme enabled lecturers to approach a diverse set of issues, but each session or activity was a discrete entity, which enabled Hostel visitors to approach the program with a great deal of flexibility. The theme furnished focus and continuity to the week's activities.

The comprehensiveness of the programming was innovative. Opportunities were afforded for families and individuals of all ages to explore issues related to their cultural heritage. Not only was adult programming provided, but a child-care specialist taught humanities topics to the children of parents attending the Hostel.

The children engaged in projects in literature, music, and art. For instance, on the day of the Sandburg lecture and tour for the adults, the children read and memorized portions of Sandburg poems. Coordination with adult activities was incorporated whenever possible.

For adults, coordinators arranged for free usage of all University recreational facilities, reserved blocks of seats for theatre productions, arranged group transportation to the four historical sites, secured University housing facilities for visitors, and provided several receptions. All of these features were designed to engender group cohesion, to enhance humanities learning, and to encourage individual attendance.

Finally, it was believed that this program was innovative in that it featured lecturers from a wide range of disciplines in the humanities, social, and natural sciences. The Hostel program was successful in bringing humanistic perspectives to bear upon topics in non-humanities disciplines. For instance, sociologists discussed topics such as "The Images of American Culture in Rock and Roll Music," and "American Society: Melting Pot or Salad Bowl?" Biologists lectured on creation versus Evolution. and ethical issues in genetic research. A chemist discussed the valuative implications of creating life in the laboratory. These lectures, helped to bridge an everwidening gap between the scientist and the humanist.

Planning and Resources

The planning committee was co-directed by Dr. Judy Hample, Associate Professor of Communication Arts and Sciences and Assistant Dean of the College of Arts and Sciences, and Dr. Larry Balsamo, Associate Professor of History. They were supported by the Dean

of the College of Arts and Sciences and the Dean of Continuing Education. Other committee representatives included a professor of English, a local high school history teacher, and the director of food services at a local hospital. Other members of the University faculty provided ideas for the interdisciplinary program.

The total cost for this project was $26,139, of which $9,777 was a grant from the IHC. Grant funds supported part of the salary for one of the project directors, the honoraria for humanists, transportation to historical sites, printing of brochures and posters, and assisted in postage and promotional costs. The offices of the Deans of Arts and Sciences and Continuing Education funded salaries for co-directors, promotion and advertising, secretarial staff, office supplies, telecommunications, and social receptions. This permitted the program to be offered free to the participants.

In addition to the Deans' contributions, several intra-University offices facilitated our planning and execution of the Hostel. The University News Services office was helpful in setting up radio and television spots for the co-directors, preparing news releases for state newspapers and bulletins, and providing us with contracts in civic organizations. The office of University Housing was cooperative in reserving and preparing rooms for the guests. The office of Intramurals was helpful in coordinating use of on-campus recreational facilities. Finally, the University President was most enthusiastic about the project, and offered to personally deliver a lecture and to host a reception for all participants and lecturers. Many off-campus agencies also helped to publicize the Hostel. Several radio stations and newspapers around the State carried public service announcements and articles about the Hostel. The local YMCA also assisted in contacting the YMCA's and YWCA's throughout the State.

The success of the program and its innovative aspects were possible only through the strong contributions of the wide variety of community and University groups.

Success of the Program

The program was a tremendous success. Participant, humanist, external reviewer evaluations, comments to lecturers and co-directors of the project, letters and community response to University administrators, and continuing interest on the part of Hostel attendants, all supported the belief that the event was a success and should be repeated.

Varied representation at the Hostel was sought and achieved. Individuals and families came from all of the major cities and several small communities in the Central and Western Illinois region and the Eastern Iowa region. One hundred and thirty-nine (139) different individuals participated; eighty-three (83) of those were outside the immediate Macomb area. Virtually all of the out-of-town participants lived on campus for the week. By occupation, we attracted professionals in the areas of medicine, education, business and agriculture, as well as a large number of retired individuals. Participants ranged in ages from 2 years to 84 years. Well over two-thirds of the participants were on-campus for most or all of the week's activities.

Both participant and humanist evaluations uniformly praised the idea of the Humanities Hostel, the organization and execution of the program, and their own increased understanding of humanistic values and traditions in decision-making. One hundred (100) percent of respondents encouraged a similar conference next summer. Three participants have--on their own initiative--contacted their local newspaper to report the value of the experience and to build some

incentive for continuing the program. Two participants have asked permission to take the idea to universities in their areas--Bradley University in Peoria and the University of Iowa in Iowa City--to encourage the development of a local hostel. An Iowa participant, who currently serves on the Iowa Arts Council, suggested a grant proposal to the Arts Council which would enable more arts programming at a subsequent Hostel.

The Illinois Humanities Council (IHC) sent a program officer and an external reviewer to evaluate the Hostel. Both were complimentary in their remarks. Both reviewers suggested a similar program next year. In appraising the impact of the program on the audience, the IHC external reviewer commented:

> "My impression, based both on my audience participation and on conversations with other audience participants after the presentations, is that the impact of the program on the audience was on the whole quite significant. The quality of audience interaction with the presenters also indicated this."

Earlier in his remarks, the reviewer had commented on the quality of the presentations:

> "...each disciplinary expert presented, in largely non-technical terminology and in a manner comprehensible to laymen, a current humanistic concern from the perspective of his discipline. This was uniformly done in such a manner as to elucidate the complexities and ambiguities both of the specific issues under consideration and of possible policy or value decision options. The handouts for the pannels were most useful in enabling participants more effectively to follow the presentation and discuss its implications."

It should be noted that the reviewer was required to attend for one day only. Instead, he stayed to participate for four days because he found the program personally interesting.

Finally, the Dean of Continuing Education and the Dean of Arts and Sciences received several letters from individuals associated with the Hostel which commended the project and encouraged consideration for another offering. The Provost and Academic Vice-President has reported that his office has received laudatory comments from both the community and the University staff.

The ultimate success of the program was seen in the enthusiasm of the co-directors and the participating faculty's desire for another program for next summer. A proposal has been prepared and full University support has been provided to obtain funding for another, even bigger program for June, 1982. Next year, like last year, the Humanities Hostel will help to bring humanistic perspectives to bear upon topics in non-humanities disciplines and hopefully bridge that ever widening gap between the scientist and the humanist.

PROGRAM NAME:

"The Colleague" -- An Outreach Approach to Faculty in Continuing Education

NAME OF PRINCIPAL PERSONS RESPONSIBLE FOR ENTRY:

Sherwin Davidson, Ph.D.
Psychologist and Associate Director
of Academic Programs

James Papoas, Ph.D.
Associate Dean of Continuing Education

INSTITUTION TO WHOM AWARD WOULD BE MADE:

Division of Continuing Education
University of Utah

SOURCE OF FUNDING:

Tuition Revenues

COST OF PROGRAM:

Approximately $3,000/year

NUMBER OF PARTICIPANTS IN PROGRAM:

Approximately 1,000/year

OBJECTIVES OF PROGRAM:

Generally - to provide a substantive and thought-provoking form of faculty development through outreach to instructors of credit and non-credit classes in continuing education.

Specifically - 1) to present perspectives and information on substantial issues related to the continuing education of adults.
2) to generate opinion on how to integrate continuing education with departmental missions in undergraduate and graduate education.
3) to share information about the local student population.
4) to introduce instructors to one another--their personalities, their approach to teaching, their concerns about continuing education.
5) to provide teaching devices pertinent to a wide variety of teaching areas.

A. RATIONALE FOR ENTERING OPEN CATEGORY

Instructors in continuing education are a rich and curious blend of professionals. Most often teaching in continuing education is not their primary source of income. Many are university faculty who, anxious to break academic routine, augment their standard course offerings and their salary by teaching adults at night. Others are professionals who apply by day what they teach by night. They do so both for the welcome intellectual shift and exchange that teaching provides and for the supplemental income.

Instructors represent a blend of motivations, career activities, and levels of commitment to night teaching, but they have in common the press of time. If they are among those who are not regular university faculty, their relationship to the university tends to be a peripheral one. They are affiliated with a department by virtue of their subject matter and appointment but there the relationship ends. Their reasons for coming to campus are to teach class and perhaps to pick up their paychecks. That is the extent of what they have time to do, although they might relish informal discussions of their concerns in collegial exchanges. Continuing education faculty express concern about the satellite nature of their university affiliation. We as administrators of continuing education are concerned about what this somewhat peripheral connection means in terms of instructor awareness of and sensitivity to the unique nature of the adult evening audience. We are also concerned about how feeling 'on the fringe' affects instructors' commitment to teaching for continuing education. Challenged by how to increase instructors' sense that we not only know that they are out there, but that we are making a distinctive effort to engage them in ways both convenient and useful to them, we at the Division of Continuing Education at the University of Utah created 'The Colleague.'

'The Colleague' is the first step in a developing service program for instructors in continuing education. It is a tool to assist them in their work, an outreach from the administrators of continuing education to the diverse instructor group on whom the vitality of continuing education depends. It is a form of faculty development: by enhancing the understanding instructors have of the continuing education discipline, of the audience they're working with, and of the teaching techniques appropos of this audience, 'The Colleague' aims to indirectly service the continuing education student as well. 'The Colleague' is also a way of heightening the Division of Continuing Education's organizational visibility with other parts of the university community, faculty and administrators alike. Because of this blend of purposes, 'The Colleague' is entered in the Open Category.

DESCRIPTION

'The Colleague' is an 8-page quarterly publication. It generally contains three to four articles and it is professionally designed to extend a visual as well as a topical invitation to the reader to begin reading and become involved. It is provided at no charge, and is mailed to all instructors for the Division of Continuing Education at the University of Utah, as well as all administrative officers, academic department chairpersons, deans and directors of student affairs agencies. As interest in it has grown the mailing list has been expanded to include personnel and faculty in continuing education at other colleges and universities.

B. OBJE[illegible]

Generally, 'The Colleague' is meant to be a substantive and thought-provoking communication to faculty. It is intended to stimulate imagination and

reflection. It is intended to inform, and to invite reader response. Its title is meant to convey partnership between the administrative unit of continuing education and faculty in the classroom, and among continuing education instructors as peers, as a group of professionals with common goals, satisfactions, problems, and realities. 'The Colleague' is a way to sponsor improved quality of instruction and to provide a forum for controversial issues that affect faculty in continuing education.

The specific objectives of 'The Colleague' are:

1) to present perspectives and information on substantial issues related to the continuing education of adults. 'The Life Cycle: Appreciating Adult Development' represents an effort to meet that objective. An illustrative exerpt follows:

'AN INTRODUCTION TO ADULT DEVELOPMENT'

> 'It may be the Year of the Child, but the latest development is that of the adult. It seems to have happened recently--the appearance of Sheehy's Passages in 1974 was the first popular sign that the adult years might represent dynamic, predictable change. It seems to be happening quickly--since Sheehy's book, numerous others have appeared on the popular market attempting to bridge the gap between developmental theory and the understanding of how we all grow older. And yet, it's apparently been happening for a long time--Erikson presented his Eight Ages of Man in 1950 and Jung's essay, 'The Stages of Life,' indicates that by 1933 he was striving to create a developmental framework in which to understand the crises and growth of adulthood.
>
> What is an adult anyway? Poets, dramatists, and novelists have long struggled to capture the drama of life. For them the unfolding of life from birth to death, here called the life cycle perspective, is not new. The day-to-days and the surreals, the mundanes and the unworldlies of adult existence are captured by them in as many situations, in as many styles

as life has to offer. But until very recently, behavioral scientists and educators have been caught up primarily in the study of childhood and adolescence. After all, there lie the roots of the future, the formative years, the critical times during which the future of generations and nations are molded. This implies that with arrival into adulthood, critical development ends. As if we all know what adulthood is. As if it will remain constant for the next two score and ten.

'Not so,' say Erikson, Gould and Levinson. 'Untrue!' cry Kimmel, Knox, Neugarten and Bischof. 'Much more to it than we've heeded.' write LeShan, Troll, and Sanguiliano. These writers are among those who have tackled unraveling the complexities of adult life.

You who are instructors of adults-yourselves adults-you are invited to join in this introduction to the world of adult development.'

This excerpt captures one style of presentation--an energetic piece meant to invite the reader to learn.

2) <u>to generate opinion on how to integrate continuing education with departmental missions in undergraduate and graduate education</u>. An interview with the Dean of the Graduate School in one Colleague issue and a focused dialogue between the University's Academic Vice President and the Dean of Continuing Education in another raised concerns about comparative quality of continuing education classes, the relationship of continuing education instructors to department faculty, the role of research, and the method and rate of pay for continuing education instructors.

3) <u>to share information about the local student population</u>. Several issues have contained figures on quarterly enrollment trends, demographic information and student interviews revealing the perspectives that participating adults have on continuing education.

4) <u>to introduce instructors to one another--their personalities, their approach to teaching, their concerns about continuing education</u>. This fourth objective has been accomplished in several articles which have spotlighted individual faculty. A column called 'Try This' focuses on teaching techniques.

Another column, "Colloquy", features individual instructor responses to Colleague articles.

5) to provide teaching devices pertinent to a wide variety of teaching areas. "Good Planning via Good Common Syllabus Sense," and "Opening Night at DCE" (an article on the first night of class) are indicative of editorial efforts to meet this objective.

These specific objectives aimed at continuing education instructors are the heart of the Colleague--its raison d'etre.

C. CLIENTELE

"The Colleague" is mailed to about 600 instructors who teach for the University of Utah's Division of Continuing Education. The instructors represent 45 departments on campus. Roughly 40% of them are regular university faculty who teach for DCE and 60% are instructors hired from the community because of their reputation and expertise.

"The Colleague" is also mailed to the administrative officers of the university, department chairpersons, deans and directors of student affairs agencies--approximately 200.

A miscellaneous group of Continuing Education administrators and faculty at 100 colleges and universities across the nation also receive the publication also for no charge at this time. A miscellaneous group of university and community leaders numbering about 100 are sent courtesy copies. The total mailing list for "The Colleague" is approximately 1,000.

D. PLANNING EFFORTS

"The Colleague" is the first of a series of steps sponsored by the Associate

Dean of Continuing Education to engage continuing education instructors in faculty development. A psychologist with interviewing, writing and editing skills and experience in higher education was assigned the challenge of giving shape to "The Colleague," the first element of the faculty development program. As Editor, she held meetings with the continuing education dean, associate dean and program adminstrators to develop the idea and discuss in theory the advantages and disadvantages of creating such a publication. This brainstorming process resulted in a constellation of ideas to be further explored with continuing education instructors. Interviews were held with instructors to both test the ideas generated and to explore in an open-ended fashion what would be useful and relevant and intriguing to them for their professional development.

The input of the advertising and graphic unit of continuing education was applied to the information generated in all the interviews to that point, and content ideas for the first volume (4 issues) of the Colleague were sketched out, including an evaluation questionnaire to be inserted in the 3rd issue. We were underway. We are now in our third year of production.

E. IMPACT

Feedback on the Colleague's impact has come from a number of sources in a number of forms. A questionnaire included in the third issue of "The Colleague" resulted in very positive responses with some specific and helpful suggestions. Individual faculty comments to programmers praised "The Colleague," and as a result of its publication, "The Colleague" editor was invited to make presentations to regular academic departments. At a meeting of all the instructors for one continuing education non-credit program, the instructors reviewed "The Colleague" very favorably, specifically appreciated the teaching techniques

offered in it, and contributed ideas for future articles. As 'The Colleague' found its way to various national conferences and conventions via the editor and the Associate Dean, requests were received for multiple copies of 'The Colleague' to be used in continuing education faculty development.

F. PROBLEMS ENCOUNTERED AND SOLUTIONS ATTEMPTED

The Colleague is designed for faculty--to put at their fingertips information that will enhance their teaching, and to raise issues pertinent to 'Life With DCE.' These issues are often direct challenges to the continuing education administrative unit and perhaps even to the university. To present these issues honestly and in depth has meant that at times the publication gives DCE visibility that is not always comfortable. But this visibility has provoked dialogue and both reconsideration and reaffirmation of position and policy.

A publication is a one-sided affair, and it is hard to determine the extent to which it is utilized. One formal and one informal evaluation have been conducted to offset this one-sidedness and an evaluation via the phone is planned. In addition, faculty who have commented informally on issues raised in 'The Colleague' have volunteered or been asked to write articles. Some have been interviewed for their response to particular issues raised in 'The Colleague.' In this way a more immediate dialogue is conducted for all readers to share.

UNANTICIPATED BENEFITS

As the planning for the content of The Colleague has continued, it has created an opportunity for the Continuing Education administrative unit to focus

on specific issues for DCE instructors. The dialogue that has resulted among staff members has often been powerful and informative. The discussion has often helped to bring a focus and priority to the wealth of issues administrators in continuing education have to confront.

PROGRAM NAME: THE BIRDWOOD PAVILION: An Environment Designed for Adult Learners

NAME OF PRINCIPAL PERSON(S) RESPONSIBLE FOR ENTRY: Adelle F. Robertson
Eldred H. Hendricks

PERSON(S) OR INSTITUTION TO WHOM AWARD WOULD BE MADE: University of Virginia

SOURCE(S) OF FUNDING: University funds and private donations

COST OF PROGRAM: $77,486.00

NUMBER OF PARTICIPANTS IN PROGRAM: 4,660

OBJECTIVES OF PROGRAM:

1. To design an environment that will stimulate the learning of adults and will facilitate in a variety of ways teaching by the faculty.

2. To provide a conference center similar in period and style to the pavilions Thomas Jefferson designed for the central Grounds of the University, thereby symbolically linking continuing education with the academic mainstream of the University.

3. To develop a conference center that will be non-institutional in ambience and services.

4. To attract a diverse conference clientele by the availability of a conference facility different from the existing contemporary structure of Zehmer Hall.

5. To preserve an historical building.

6. To foster town and gown relationships by developing a University facility which can be used by community organizations.

The Birdwood Pavilion

An Environment Designed for Adult Learners

Rationale for Award Category

The Birdwood Pavilion is entered in the "open" category of awards because the project involves the development of a facility and an environment for learning rather than the development of an instructional program, student services, or changes in administrative organization. Assumptions in the project such as the recognition that a well-designed facility can

1. influence the quality and format of instruction
2. provide form and substance to the ambiguous concept of continuing education and
3. increase the awareness by faculty and administrators of the important mission of continuing education through use of the space and services it provides

also suggest that category four, which combines aspects of the other three, is the appropriate choice.

Need for the Project

One hallmark of a successful continuing education program at a college or university is its congruence with both the mission and character of the institution. To the extent that the continuing education operation reflects the same values and goals as the institution, it will usually be well supported.

At the University of Virginia, for example, tradition and the Jeffersonian heritage are valued assets which have influenced the development of the University. No less important to the character of the University, however, is the neoclassical architecture with its colonnades, pavilions, and ornamental capitals, which portray that tradition in brick, mortar, and marble.

Zehmer Hall, the existing conference center at the University, fails to convey the same message. The building is well constructed and functional, but it lacks the grace and dignity that many conference attendees expect to find when they visit the Grounds of the University of Virginia. The University purchased the building from the American Red Cross, which had constructed it for use as a national training center. The interior was designed to allow efficient maintenance and institutional convenience, not to provide an environment to facilitate adult learning. Also, the facility contains no overnight lodging accommodations.

Another factor which led to the Birdwood Pavilion project was the need for additional space to allow an increase in the number of conferences conducted during the year and to diversify the conference clientele to include greater representation from federal, state, and local governments, professional and trade associations, health professionals, and business and industry.

The third need behind the creation of the Birdwood Pavilion was an interest in gaining greater faculty participation in continuing education programs and increased administrative support in funding and special projects. Many faculty members and University administrators did not understand the purpose of continuing education and its role in the University. Although the Division of Continuing Education had designed and distributed booklets throughout the University to explain the mission of continuing education and the opportunities it presented to the faculty, the concept remained ambiguous and elusive, especially to newer faculty members.

Three needs, therefore, led to the search for a building that would present a different image of continuing education:

1. the need to integrate continuing education more fully into the character and goals of the University
2. the need to attract a larger and more diverse conference clientele
3. the need to make continuing education a tangible asset to the faculty and administration.

Clientele

The single unifying characteristic of the clientele of the Birdwood Pavilion is its diversity. Engineers, business and government executives, physicians and nurses, writers, architects and planners, academicians, attorneys, and physicists have participated in conferences there. The ages of these participants extend from the 22-year old recent University graduate who returned to attend an Alumni College - "Summer on the Lawn" - to the 70-year old man taking part in an Elderhostel program. Men and women have responded equally to the lure of the Birdwood Pavilion.

Within the University, department chairmen, deans, administrators, and faculty members have responded to the comfort and charm of the manor house.

Planning and Implementions

The University purchased the 560-acre Birdwood estate and manor house in 1974. The mansion is a three-story, red-brick structure, built in 1819 by craftsmen who, at the same time, were constructing the Rotunda of the University three miles away. For several years following the purchase, the house served as a temporary residence for visiting or newly-arrived faculty. The Division of Continuing Education decided that the house could be renovated and refurbished as the kind of conference center which would satisfy the three needs identified earlier. The house was contemporary with the buildings comprising the original University and it exhibited a complementary architectural style. The house could easily accommodate small conferences and seminars, freeing Zehmer Hall for use by larger groups. The house, being similar to the buildings at the University, would feel comfortable and familiar to faculty and administrators, thereby encouraging them to use it and the services of continuing education. The house contained eight bedrooms, which could be used by conference faculty or by guests of the University. Although conference attendees could not be lodged in the mansion, its location within walking distance of the Boar's Head Inn resolved that problem.

The dean of continuing education submitted to the president of the University a proposal to use the mansion as a conference center. After the University accepted the proposal and approved a multi-year lease of the building and surrounding grounds, continuing education staff members, working with University planners, architects, and physical plant representatives, developed a plan and objectives for the renovation of the house. The plan included six phases:

1. Restore the external and interior structure of the building.
2. Bring the interior into compliance with regulations governing public buildings.
3. Design and furnish the interior.
4. Renovate and equip the kitchen in the basement.
5. Establish a Rathskeller in the basement adjacent to the wine cellar.
6. Landscape the grounds surrounding the house.

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The first three phases of the plan were to commence immediately and to proceed as rapidly as practicable; steps four, five, and six would be carried out as funding became available.

Six objectives were also established for the Birdwood project:

1. Design an environment that will stimulate the learning of adults and will facilitate in a variety of ways teaching by the faculty.
2. Provide a conference center similar in period and style to the pavilions Thomas Jefferson designed for the central Grounds of the University, thereby symbolically linking continuing education with the academic mainstream of the University.
3. Develop a conference center that will be non-institutional in ambience and services.
4. Attract a diverse conference clientele by the availability of a conference facility different from the existing contemporary structure of Zehmer Hall.
5. Preserve an historical building.
6. Foster town and gown relationships by developing a University facility which can be used by community organizations.

These objectives would provide guidelines for the project. They would also serve as standards by which to evaluate the project upon completion.

The initial step in the plan, to maintain or improve the structural integrity of the house, included the following tasks:

1. Repoint and replace much exterior brickwork.
2. Install iron railing on front, side, and rear steps.
3. Rebuild southeast chimney to repair flue lines.
4. Rebuild sidewalks on front steps.
5. Rebuild brick walk.
6. Replace all electrical outlets and switches.
7. Sand, stain, and refinish wood floors.
8. Replace broken balusters in main staircase.
9. Install window air conditioners in unobtrusive locations.
10. Remove debris from elevator shaft.
11. Repair sliding doors in archway of dining room.
12. Restore a beam which had slipped off its support.
13. Fill in open space between flooring and back wall caused by settlement.
14. Repair elevator and dumbwaiter

The second step involved performing necessary work and having it pass inspection for the house to comply with fire, building, electrical, plumbing, insurance, and other regulations governing public buildings. Next, the interior of the mansion was decorated, furnished, and appointed with emphasis on aesthetics and utility. Original period pieces of furniture and excellently crafted Chippendale, Queen Anne, and Hepplewhite reproductions complemented each other. Oriental and Chinese rugs and modern carpets blended harmoniously.

The curator of the University's Bayly Art Museum provided expert assistance in making the house attractive and instructive with respect to art and history. He suggested that the manor house be developed as a showcase for the Romantic period, 1830's-1850's. Monticello, the home of Thomas Jefferson, represented the late eighteenth and early nineteenth centuries, and the Bayly Museum, through its collections, covered the later nineteenth and twentieth centuries. Thus, the house would serve as a bridge between the other two. With this idea in mind, the Bayly Museum lent to the Birdwood Pavilion paintings by John Toole, 1815-1860, which had been stored in the museum's basement because of a lack of exhibit space. These paintings were hung in the cross hallway and bedrooms. A portrait of George Washington joined the painting of the Rives children in the library as did two contemporary abstracts by Hosiasson. The purpose of the Hosiasson paintings was to heighten appreciation of the nineteenth-century works of art which surround them.

The establishment of a library in the Birdwood Pavilion involved similar attention and planning. The director of libraries at the University was most helpful in suggesting appropriate topics for the collection and in contributing some of the volumes. Biographies of Jefferson, Madison, and Monroe - all of whom lived near Charlottesville - books on ornithology and wild flowers of central Virginia, Palladian architecture, music of the nineteenth century, and the biography of John Toole, From Primitive to Painter, served as a foundation for the library. Works of fiction and nonfiction by University faculty and alumni provided additional substance to the collection. The intent here, as with the furnishings and the paintings, was to provide an environment with numerous stimuli for learning. A person attending a seminar on Quality Circles, a Japanese management practice, might look at the Toole paintings during a coffee break, ask questions about the painter, be given a copy of Toole's biography from the library, and read in the evening. Similarly, the director of the FBI Academy, while attending a meeting at Birdwood, might browse through the first volume of Dumas Malone's Pulitzer Prize-winning biography of Jefferson and become interested enough to borrow all six volumes from the public library after he returned home.

The intent of the design of the environment was to provoke the interest of the learner and to provide materials and information to nourish that interest. According to Buckminster Fuller,

> "When we say there is a design it indicates that an intellect has
> organized events into discrete and conceptual inter-patterns".

This statement captures the essence of the philosophy behind the learning environment designed for Birdwood.

To provide a visual unity to the Birdwood Pavilion project, a continuing education graphic artist designed an appropriate logo which was embossed on menus and invitations, was stamped on place cards and matchbook covers, and was used as an identifying symbol on all publications relating to Birdwood. The logo was painted on the sides of the 16-passenger van which transports conferees and other guests between the house and the airport or other buildings on the University Grounds. Groups which hold picnics on the Birdwood grounds even deposit their trash in waste receptacles bearing the logo.

The name given to the mansion, "Birdwood Pavilion," was chosen after much thought. Jefferson's original design of the University included ten pavilions, which were classrooms on the ground floor and housed faculty members' families upstairs. The Birdwood mansion also functions as both home and classroom, symbolizing the continuing, dynamic nature of education. Designating the mansion as a pavilion acted to draw it closer to the character and philosophy of the University.

On November 6, 1980, the president of the University presided at the formal dedication ceremony. His presence and comments presented another opportunity to have the mission and goals of continuing education linked with those of the University. Guests at the dedication included faculty, deans, and senior administrators, and numerous community representatives, among them the president of the local historical society, who had been born in the house; the last descendant of the man who had built it; and the widow of the last owner. The importance of the presence of both University and community representatives cannot be overstated.

Following the dedication, the Birdwood Pavilion officially commenced operation. Because of careful planning and organization, only one additional continuing education staff member, a housekeeper, has been hired. Administrative, secretarial, and custodial support are provided by the existing conference staff at Zehmer Hall.

Impact

The impact of the Birdwood Pavilion project on individuals can best be described by the comments of conference attendees:

> "It is a lovely facility and I hope that you will continue to publicize its availability for community groups. This could be another of successful efforts to reduce the perceived town and gown jurisdictional boundaries." "You and your staff have done an impressive job in putting together the most beautiful facility at the University." "....we were with Mrs. Elliott Fishburne in Waynesboro who was impressed with what had been done to the house that her Great-Great-Grandfather, J. Winston Garth, had built. Heritage is wonderful." "Let me share my delight and admiration for your leadership in developing the Birdwood Pavilion. I was charmed with its decor and believe it will serve the university community admirably. Having seen Birdwood earlier, I believe your crew has almost created a miracle!" "I have heard many admiring comments from the Board [of Visitors] members about the tasteful furnishings and elegant atmosphere at Birdwood." "For us to experience the charm and historical impressions of living for a few days in such gracious and luxurious surroundings was a rare treat. We enjoyed so much the sweeping vista of the grounds with the fragrant boxwood hedges, magnolia trees and other indigenous flora in their springtime splendour and as well the splendid array of period furnishings and objects d'art which graced the interior on all sides."

The comments are representative of the reactions of the 4,666 people who have participated in continuing education activities at the Birdwood Pavilion.

The Birdwood Pavilion has become an effective marketing tool within and outside the University. Numerous conference faculty and attendees and visitors to the Pavilion have either recommended the Birdwood Pavilion to others as a program location or have returned to the mansion with different groups. Because the dean of the McIntire School of Commerce, the University's undergraduate business school, was impressed by Birdwood, Commerce faculty

members have cooperated with continuing education program developers and coordinators in presenting six conferences at the Pavilion during the past year. The president of a Virginia bank holding company decided, after attending a business seminar at Birdwood, to use the house for corporate strategy sessions for his company's senior management staff. An attorney from Philadelphia recommended Birdwood to the head of his firm's Washington, D.C., office as the site of a partnership retreat.

The atmosphere created by the Birdwood Pavilion has proved to be especially conducive to successful problem-solving and negotiation sessions. Several University academic departments have resolved intramural, jurisdictional, and philosophical disputes at Birdwood with little rancor.

The following groups are representative of the impact Birdwood has had on institutions:

University Police Department
Naval Air Systems Command
School of Education
National Council on Continuing Education Unit
FBI National Academy Executives Meeting
Board of Visitors
Department of Ophthalmology
Department of Neurology
McIntire School of Commerce
Colgate Darden Graduate School of Business
Department of Chemistry
Department of Biochemistry
Department of Pharmacology
Regional Consortium Committee
U.S. Navy
University Symphony
Conoco
White Burkett Miller Center for Research in the Presidency
Department of Pathology
PEN Faulkner Awards Program
National Association of University Anesthesiologists
Council for Advancement and Support of Education
Department of Surgery
Leeds Castle Foundation
Department of Pediatrics
State Council of University Provosts and Vice-Presidents
School of Law
Bayly Museum
National Research Society of Neurological Surgeons
NIH Head Injury Center
Community Jaycees
Centel Corporate Officials
Planning Session for Summer Ph.D. Institute
Virginia Municipal League
White Burkett Miller Center Governing Council
American Academy of Otolaryngology

Institute of Environmental Negotiations
Arts and Sciences Alumni Council
Charles Culpeper Foundation
United States Department of Agriculture
Charlottesville Albemarle Neighborhood Leadership Committee
Phi Beta Kappa

Because of the Birdwood conference facility, the continuing education conference staff has been able to increase the number of its on-Grounds conferences by 79 percent. The Birdwood Pavilion contributed significantly to the 86.7 percent increase in the number of conference participants between 1979-1980 and 1980-1981.

The impact of the Birdwood Pavilion project on the community is evidenced by the fact that representatives from several of Virginia's environmental and conservation organizations have met at the Birdwood Pavilion with state legislators and regulators to negotiate revisions to the state's pollution control legislation.

During the time that the Division of Continuing Education was planning and conducting the Birdwood Pavilion project, the University was publicizing a plan to construct a residential college on a different part of the Birdwood property. Community, faculty, and student opposition to the residential college site produced much negative publicity about anything relating to "Birdwood." Activities at the Birdwood Pavilion to which local residents were invited such as the dedication ceremony and several management seminars, however, quickly removed the negative connotations from the word "Birdwood." Not only was the Albemarle County countryside not being despoiled through development, its beauty had been enhanced by the improvements to one of its most valued historic sites. They appreciated and applauded the appearance of the house's interior which reflected the cultural heritage of central Virginia.

As the impact on individuals, institutions, and community demonstrates, all of the original project objectives were met in varying degrees. It also is true that, although the Birdwood project may appear at first reading to include factors specific to the University of Virginia, the process followed can be generalized to solve the problems of enrollment and image which haunt many continuing education organizations.

Program Name:

Academy of Lifelong Learning

Name of Principal Person(s) Responsible for Entry:

Florence M. Garrett
Richard B. Fischer

Person(s) or Institution to Whom Award Would be Made:

University of Delaware

Source(s) of Funding:

Individual Membership Fees

Cost of Program:

Approximately $45,000

Number of Participants in Program:

326

Objectives of Program:

To provide for intellectual and cultural exploration and development for men and women of retirement age.

The Academy of Lifelong Learning

Rationale

> "The Academy of Lifelong Learning, established in 1980 by the University of Delaware, provides opportunities for intellectual and cultural exploration and development for men and women of retirement age. The Academy is an association where individuals of diverse backgrounds meet to share interests and to develop appreciation and knowledge in new areas...The Academy's goal is to enable its members to learn, to express themselves and to enjoy cultural experiences in a friendly, cooperative atmosphere among contemporaries."

These excerpts from the Academy's formal statement of purpose and philosophy state most clearly the objectives outlined by the University as it began to develop the Academy of Lifelong Learning.

Implicit in this statement is the rationale for submitting this application into the "open" category. The Academy of Lifelong Learning has aspects of an instructional program, but, beyond that, has a collaborative character of reciprocity and interaction not implied in the connotation "instructional." The Academy courses are designed and taught by Academy members; the leadership rests within the governing body, the Academy Council; the sharing of interests and the intellectual activities are all generated by the Academy members themselves. It is an autonomous organization which works within a University setting, but has a design of its own.

PROGRAM OBJECTIVES

In the spring and summer of 1979, a proposal was developed for the University of Delaware's Academy of Lifelong Learning. The original program objectives were:

1) To provide through membership in a high-quality participatory program, educational opportunities, credit and noncredit, of college level to motivated persons of retirement age, scheduled at a time and place convenient to them.
2) To provide an intellectually, socially and personally stimulating environment conducive to "learning to live" and "living to learn."

3) To draw upon the rich resources and experiences of this age group to teach themselves in their own self-designed curriculum and to enhance the environment of regular University courses.
4) To offer access to regular University credit courses at a cost within the means of retirees on fixed incomes, yet without substantial financial burden to the University.
5) To meet the need to train older persons to teach their own age groups.
6) To offer a new service to a special and growing citizen group in the Wilmington/Newark area.
7) To bring existing programs of the University of Delaware to a new audience.

CLIENTELE, DEMOGRAPHICALLY DESCRIBED

The target audience was to be retired persons, 55 years or older and their spouses. Surprisingly, few retirees had become involved in University of Delaware courses before 1980; only seventy-two persons over the age of sixty (out of an estimated population of nearly 50,000 in this age group) registered in 1978. Although the geographic population base was small, it was felt because of the presence of several local corporate headquarters, there was a significant group of well-educated and financially-secure retired residents.

For many months, the Director of Continuing Education had dreamed of establishing an educational service, an extension of the lifelong learning concept under the auspices of the University of Delaware, which would bring retired learners into a membership educational organization. This program, once developed, would become an exciting new service for northern Delaware residents, and an activity that would be well-received by the target population. This idea was further enhanced by the availability of space at the University's Conference centers located at the edge of Wilmington. The Center surrounded by luxury and moderately-priced apartment buildings catering to older citizens, is convenient to transportation, has adequate and accessible parking space and, until the creation of the Academy, had been under-utilized during the daytime hours.

Currently, the 326 members of the Academy of Lifelong Learning include about equal numbers of men and women. Most members, but not all, are college graduates and many have advanced degrees. There are

former industrial, banking and museum executives, artists, professors, homemakers, teachers, a minister and indeed a cross section of the northern Delaware population. There are husbands and wives who joined as couples, but a number of married men and women are active whose spouses do not participate or attend only occasional social events as guests.

PLANNING

To help in the genesis of the Academy, University program developers visited the Institute for Retired Professionals at the New School in New York City in the Fall of 1979, to assess its program and determine if the guidelines and procedures of the New School would be useful and adaptable to the fledging Delaware organization. Impressed as the group was by IRP, they recognized that the University of Delaware, like most higher education institutions, was not located in a large population base. A program was needed which was tailored to the specific needs of a smaller state or city, as well as one which would accommodate a broader spectrum of individuals, not limiting membership to retired professionals only. In addition, the program, unlike the New School, would not require a large population base to work.

A series of luncheons was held at Wilcastle Center (the proposed site of the Academy) for community leaders of retirement age to test their reactions and gather their suggestions for the development of the project. Encouraged by the responses and by the enthusiasm for the proposed project, a temporary steering committee was selected to design a basic organizational structure and to draft by-laws for the Academy. Charter members were recruited and four courses developed to begin operation in the spring of 1980. At the time, because the University was seeking a cost-effective way to provide access for individuals of retirement age to regular credit courses, it was decided to allow members of the Academy to register tuition-free for University credit courses in addition to participating in their own program.

A low-keyed search for a part-time leader for the Academy proceeded along with the development of the proposal, and in the late summer of 1979, as the proposal was receiving the approval of the University President and Provost, the leader was selected. Louise Conner, a warm and outgoing, sixty-one year old, former State Senator, noted

for her interest in education and for her experience as political science instructor and workshop leader, was selected as the Academy's first leader.

Interest continued and momentum grew, and at this point it became clear that the Academy was an idea whose time had come! Electing to set aside, for the present, any further organizational details, the Temporary Steering Committee decided that membership recruitment should take priority and, instead of settling for the four courses originally planned to begin in the spring, twenty-one courses were developed to start in February. Dates were set for open-house, formation meetings in November and another in January. Everyone who joined the embryonic A.L.L. at these meetings was invited to work with the Temporary Steering Committee. Some volunteered to help in the office, some to teach, others to plan. It was stressed that membership meant participation! An initial course catalog was printed and sent to individuals who made inquiries. Additional copies were distributed to libraries and other gathering places of the target population. By the start of classes on February 4, 1980, there were over 100 members, and applications and requests for catalogs arrived daily. The term "Temporary" was dropped from the Steering Committee name and thoughts of by-laws and structure set aside in the excitement of a very busy new organization with no problems but success! A nominating committee was soon appointed, a slate selected and in May a governing Council of eleven was elected to take office the final day of the first class term.

Among the problems of sudden success was the deluge of paperwork generated by the Academy for its own activities and for the registration of University credit courses. In the spring, the Academy applied to the Wilmington Senior Center for CETA workers to assist in the office.

The Spring session of the Academy began in February and concluded in May with a gala luncheon attended by nearly 100. Over the summer, the new Council began again to develop by-laws, continued to recruit members and promoted the concept of annual membership to begin July 1, 198

In September 1980, the by-laws were adopted. Within the framework of the by-laws, the Council was to govern the Academy, observing the policies of the University. The Academy was committed to increase both membership and funding to make the organization self-supporting as rapidly as possible.

By the start of classes that week in September 1980, Academy member-

ship increased 100 percent to over two hundred retirees. Thirty-one classes were meeting with enrollments ranging from four to forty-seven. The lunchtime gathering place began to overflow with lifetime learners eager to share, over bag lunches and coffee, the excitement of a new experience.

The following year, Fall of 1981, found the membership up to 32o. This rise in membership registrations brought with it the need for an increased Academy staff. Co-leaders were developed: One responsible for Membership Recruitment, the other for Program Development Administration.

The Academy differs significantly from the majority of programs for retired persons in its level of genuine autonomy. Unlike other educational organizations for retirees, A.L.L. operates with faculty designated from its own membership, not faculty provided from outside sources. Emphasis is on lively participation and discussion in all classes. Although it carefully observes the University guidelines (and requests and welcomes the University's support), the Academy works independently and with autonomy: to create its own curriculum, to organize its trips and excursions, to plan and carry out any social events and activities, and to give the instructors and curriculum committee free rein in designing Academy courses. While the University is a good parent...available and helpful when needed, standing by with pride and without intrusion when its "offspring" works independently, the Academy must be cited as a remarkable demonstration of the basic concept of adult education...students who have successfully assumed responsibility for every aspect of their own learning experiences.

Problems Encountered and Solutions Attempted

The University of Delaware Academy of Lifelong Learning, although modeled in concept on the New School for Social Research's Institute for Retired Professional, has become a distinctive program in its own right with both a degree of independence and autonomy and a level of University support surpassing other observed educational programs for retired men and women. The A.L.L. program is now serving the intellectual needs of its members and, concurrently, some basic needs for social contact, activity and some minimal sense of belonging. The Academy has the potential of developing into an entirely new type of program for the elderly and standing as the unique program model of the 80's which the

New School represented in the 70's. Funding is the major obstacle.

Funding is needed to develop fully the programs which already exist. Initiation of the program required University subsidy. As the membership has increased, the Academy has moved closer to financial independence. The original fee for membership was set at $45 per semester or $90 for the entire year. Fall of 1981, there was a modest increase to $100, or $50 per semester. Charges were kept low purposely so that the lack of money for membership fees not be a deterrent to joining the group, and that the enrollment remain open to the less affluent. With an estimated increase of memberships from the present 331 to 400-450, added to any income derived from gifts to the Academy, it is expected that the Academy could become totally self-sufficient. To date all income has been from membership fees.

An A.L.L. gift fund has been established through the University Development Office to receive gifts and endowments. This fund will be administered by the University, but used for purposes selected by an Academy committee. First priority for its use seems to be for Academy scholarships, but with growth would include, bringing outstanding speakers and programs to the community, purchasing special equipment needed for Academy courses, or enlarging and/or improving the physical facilities of the Academy.

PROGRAM IMPACT

Before the creation of the Academy, Wilcastle's daytime activity was minimal; there were four rooms occupied by University offices with workshops and seminars or by University classes...all held only intermittently. Wilcastle was, for the most part, alive only in the evening when the Continuing Education courses began. Since the birth of the Academy, each weekday at the Wilmington Center is a hubbub. From 10:00 a.m. to 4:00 p.m., Monday through Thursday, there is a daily average of ten courses (including Astronomy, Yoga, Greek, Spanish, Anthropology, Advanced Painting, Marine Biology, and Delaware Government and Politics) and over 250 interested and interesting people coming to the Wilmington Center each day to make use of what was formerly an underutilized facility. Fridays are reserved for special events: trips for the travel classes, special forums or speakers, and the social activities which are an integral part of the Academy.

Repeatedly, members of the Academy have relayed personal and moving

stories of the difference this program has made in their retired lives.

Men and women join the Academy, enroll in classes and take part in activities, because that is what they have chosen to do. There are no employer pressures for them to build their skills, no grades or credits that must be earned, no rewards-other than their own exitement and satisfaction with their Academy experiences - no monitored attendance, other than the concern of classmates who miss a friend. The bi-monthly newsletter, edited and reported by Academy members, the mind-extension that comes with course instruction and information-sharing, the art exhibits and film series, the trips to museums and cities, all are impetus enough for enthusiastic participation in this program. Its anticipated membership will reach 400-450 by the Spring of 1982.

It is a revelation to be with these individuals, who continue (or perhaps have regained their ability) to enjoy life and find real gratification through their participation in the Academy. The energy and imagination, the reaffirmation of talents and abilities found in these lifelong learners are an inspiration to much younger students and a joy to those of us who work along with them. It is an amazing and wonderful group.

As indicated by Allen Ostar, Executive Director, American Association of State Colleges and Universities, providing education opportunities and other services for senior citizens should be a central part of public colleges and universities. Ostar said, and the University of Delaware agrees, that accommodating older students will "maintain the continuity of society's investment" in higher education and make it more than just a "capstone" to high school. The Academy provides a meaningful and workable model to answer to this concern.

Program Name: Radio Comes to Pocahontas County

Name of Principal Person(s) Responsible for Entry:

Betty Rae Weiford
Pocahontas County Extension Home Economist

Person(s) or Institution to Whom Award Would be Made:

Pocahontas County Cooperative Extension Service

Source(s) of Funding:

ARC, NTIA, CBP, Benedum Foundation, Pocahontas County Commission, Board of Education and Citizens

Cost of Program:

Construction and start up funding approximately $300,000

Number of Participants in Program:

From five to several hundred

Objectives of Program: PCCC Objectives

To expand the communication system in Pocahontas County.
To bring the educational, recreational and informational benefits of local community radio to the people of the county.

Extension Objective

To provide an opportunity for the Cooperative Extension Service to expand programming and reach new audiences.

RADIO COMES TO POCAHONTAS COUNTY

WVMR - West Virginia Mountain Radio, a 1,000 watt AM station located in the center of the approximate 1,000 square miles that make up mountainous Pocahontas County went on the air officially August 17, 1981. The power will be increased to 2,500 watts after January 1, 1982.

WVMR is not a typical radio station. It is a non-profit non-commercial community radio station located in a sparsely populated rural area with population density approximately nine persons to the square mile. Much of the daily operation is carried out by volunteers. The philosophy of the station staff and board of directors of the Pocahontas Communications Cooperative Corporation (PCCC), a non profit corporation which operates WVMR, is based on responsively interpreting the needs and interests of the people to be served and making decisions cooperatively. The station is organized on a democratic philosophy of cooperation among staff, board and volunteers rather than control. WVMR is housed in a newly constructed energy efficient earth sheltered passive solar envelope type structure located on land leased from the Board of Education. The transmitter is located inside the building and provides heat in winter. The tower is in a swamp fifty yards from the building. The county high school is nearby.

Because of it's uniqueness, WVMR is being observed by the radio industry. There is a trend in this country toward smaller more community oriented stations and WVMR is one of the first. It's uniqueness contributed to the receipt of sufficient public funding for construction and operation of the station during the first months on the air. This funding included $100,000 from the Appalachian Regional Commission (ARC), $103,000 from the Department of Commerce National Telecommunications and Information Administration (NTIA), $28,000 from the Corporation for Public Broadcasting (CPB), $25,000 from the Benedum Foundation and $25,000 from the Pocahontas County Commission. As of January 1, 1982, WVMR is dependent on funding by the listening audience, local business and organizations for the $65,000 needed to operate the station and enable WVMR to qualify for programs, funding and benefits provided through the Corporation for Public Broadcasting (CPB).

If it is not possible to raise this amount of funding, the project will depend upon volunteers to continue the operation with programming and employed staff at a level the station can afford.

Even the time frame for WVMR has an element of uniqueness. Just two years and two months after the first meeting of the board of directors, WVMR went on the air for testing. The first official meeting of the Board of Directors of the PCCC was held May 10, 1979. Prior to that meeting "Radio Pocahontas," as the effort was called, was an idea, a dream,a remote possibility which a handful of people decided to push. Some of those "founders" are still actively involved, but so are dozens of others. For the really "radio active," it has meant many hours devoted to learning about radio, frustration resulting from lack of knowledge and mistakes, personal conflicts over management and philosophy and the pleasure of watching a dream come true.

And what has Cooperative Extension had to do with all this? A lot. In 1977, participants in a series of community discussion meetings,organized largely by extension home economist Betty Rae Weiford on the subject Public Policy and Land Use,repeatedly targeted the lack of communication as a major problem in Pocahontas County. This third largest county east of the Mississippi River has one small weekly newspaper. Because of zoning restrictions serving the National Radio Astronomy Observatory located in the county there is limited FM radio reception. Even television reception is a problem for many families because of the mountainous terrain.

The expressed need for increased communication opportunity and Betty Rae's enthusiasm for community development projects resulted in her becoming a part of the small group of "founders" who launched the effort to create WVMR. For the first six months the extension office was the base of operations, with extension agent Weiford serving as secretary to the PCCC Board of Directors. Co-worker Bob Keller and secretary Hazel McPeak were actively involved in this groundwork. Extension clientele was involved in assessing the need and program interests. Agent Weiford supervised and helped train three VISTA volunteers assigned to the project "Peoples Access to Radio" during 1980-81. The purpose of this project being to assure that low income and elderly have equal opportunity to be involved in the radio effort. The VISTA s, Sue Hammons, Phyllis McMillion and Zula Taylor, visited more than 500 homes explaining community radio and assessing need and interest. Advisory groups were organized in ten communities and representatives appointed to the county wide radio advisory board. The VISTA volunteers have become proficient in using equipment, producing programs and are qualiffed radio operators. They produce and broadcast live two one hour programs each week called "The Senior Power Hour." These programs have as guests older and low income citizens who talk about their experiences and often display their musical talents.

In 1982, the VISTA s, supervised by Station Manager B. J. Estilow, will have a control board and production equipment to take to communities to teach volunteers to use radio production equipment, produce programs and try their hand at becoming liscensed DJ's. Because of the VISTA project, it is anticipated that there will be increased numbers of volunteers, more involvement and participation from many segments of the community.

To insure that WVMR continue its democratic system of operation, the by-laws provide for the election of six of the nine members of the Board of Directors of the PCCC. Three members are elected from and by those persons contributing at least fifty hours as a volunteer during a calendar year. Three members are elected from and by those persons contributing at least $5.00 during a calendar year. Three additional members are appointed by those institutions in the county having contact with and responsibility to large numbers of people, the Board of Education, the County Commission and the Cooperative Extension Service. Following a conflict and power struggle over management and philosophy of operation of the station prior to the 1981 elections, the Board of Education and the County Commission did not reappoint representatives to the PCCC Board of Directors. These positions were recently filled by PCCC Board appointment. Neither have those two institutions chosen to support the station financially as was expected in the early stages of development of the project. The Cooperative Extension Service appointee Betty Rae Weiford is currently serving as President of the PCCC. In-service extension training received over the years in the areas of conflict management and group dynamics proved very useful on several occasions.

While it is not practical in this writing to mention all the individuals and groups contributing to the creation of WVMR, the story should not be told without noting the involvement of Gibbs Kinderman and Omar Bowyer, members of that small group of "founders" who initiated the project, and Steve Heimel, the volunteer radio professional who taught us the fundamentals of radio production and operation and "stayed on" to become the staff program director who consistantly seeks quality in community radio.

Gibbs Kinderman has served as volunteer, PCCC Board member, vice-president and treasurer, staff member and back to volunteer as the radio begins a bare bones budget at the beginning of 1982. His enthusiasm and grant writing ability kept the effort alive and on target.

Omar Bowyer, a former chief engineer and the first president of the PCCC, was instrumental in planning and carrying out the technical aspects of the project.

WVMR On The Air - Extension Involvement

County Agent Bob Keller describes WVMR as the greatest opportunity to do extension work since the invention of the telephone. He was quick to get involved in programming. Along with volunteers, he was one of the first to be trained and approved by the program director and engineer as a licensed operator. Now two mornings a week he arrives at the station before dawn to begin the days programming with the early morning "ham and biscuit"show. His two hour program includes announcements along with the opportunity for people to call in questions live over the air for DJ County Agent Keller to answer or discuss. Spot programs of four to six minutes called "The County Agents Corner" are produced by agent Keller and aired two times per day using three programs per week on a rotating schedule, plus 30 second "County Agent Quickies" on various subject matter. These programs include subjects of interest to farmers, gardeners, and home owners and involve various state extension specialists and local people. During the 1981 State Fair, County Agent Keller called in daily live reports of livestock shows and placings of county exhibitors.

Four-H club members participating in the 1981 4-H camp had their first opportunity to enroll in a radio training class. Class members were taught the fundamentals in operating equipment, programming and editing. During the week they recorded various activities and happenings, then edited them into a ten minute camp report that was aired several times over WVMR. Some of these class members helped as volunteers conducting interviews and reporting events during the annual county Pioneer Days Festival when WVMR first went on the air for testing. During 1981 National 4-H Club Week, 4-H in Pocahontas County probably received more radio coverage than any 4-H program in the country. There were interviews of 4-H Agent Eric Dye, along with members, leaders and supporters of 4-H.

Several 4-H youth are involved in the high school radio club. This group prepares and produces a 15 minute weekly program reporting events and activities at the county high school. The group advisor is a teacher and 4-H leader, Pat Keller.

While extension home economist Betty Mae Weiford has been more involved with behind the scenes organization efforts, she has received some training, broadcast two local parades and helped out with live interviews and fund raising efforts.

The first extension home economics education program will be aired January 4, 1982. This ten minute weekly program called "I Feel Good" is a series of programs prepared and presented by the agent and designed to help listeners feel good through regular exercise, healthful eating and maintaining a suitable body weight.

On January 17, the first extension sponsored forty five minute public affairs education program will be aired with agent Weiford serving as moderator. A family impact study team will discuss laws and policy related to a specific issue and how these laws affect families and serve the people. Listeners will be encouraged to call in questions and comments. Extension's purpose in sponsoring the program is to help people better understand public policy so they may be better equipped to enter into the decision making process. The issue for the first program will be domestic violence. The family impact team will include Donna Borders, local director of the Youth Health Service, Jane Hamed, Public Health Nurse, and Walt Weiford, assistant Prosecuting Attorney. This program will serve as an example for a project Agent Weiford will work on while attending the 1982 Extension Winter School in Arizona and participating in the class Public Policy Education. The extension sponsored public affairs education program is expected to be a monthly WVMR program.

WVMR, a community radio station, is still in the early stages of development. For cooperative extension, it shows promise of being "Pandoras box," limited only by extension agents innovative ideas and willingness to produce.